

Lesson Overview

Students explore the influence of nationalist loyalties on personal identity by assessing the significance of state, national and non-national affiliations in defining their personal identities. As well, students research various understandings of nation and develop a powerful symbol by which to represent it.

Curriculum Outcomes Addressed**Social 20-1**

- 1.1 - Students will appreciate that understandings of identity, nation and nationalism continue to evolve
- 1.2 - Students will appreciate the existence of alternative views on the meaning of nation
- 1.4 - Students will appreciate why peoples seek to promote their identity through nationalism
- 1.5 - Students will explore a range of expressions of nationalism
- 1.6 - Students will develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- 1.7 - Students will analyze the relationship between nation and nation-state
- 1.11 - Students will evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties)
- S.1.5 - Students will evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- S.5.5 - Students will respect the points of view and perspectives of others
- S.6.2 - Students will acknowledge the importance of multiple perspectives in a variety of situations
- S.8.1 - Students will communicate effectively to express a point of view in a variety of situations
- S.8.4 - Students will listen respectfully to others

Social 20-2

- 1.1 - Students will appreciate that understandings of identity, nation and nationalism continue to evolve
- 1.2 - Students will appreciate the existence of alternative views on the meaning of nation
- 1.4 - Students will appreciate why peoples seek to promote their identity through nationalism
- 1.5 - Students will explore a range of expressions of nationalism
- 1.6 - Students will develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic)
- 1.7 - Students will examine the relationship between nation and nation-state
- 1.11 - Students will analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties)
- S.1.5 - Students will evaluate personal assumptions and opinions
- S.5.2 - Students will make meaningful contributions to discussion and group work
- S.5.4 - Students will consider the points of view and perspectives of others
- S.8.1 - Students will communicate effectively in a variety of situations
- S.8.2 - Students will engage in respectful discussion
- S.8.5 - Students will make respectful and reasoned comments on the topic of discussion

Summative Assessment

Students will be assessed on their ranking of the 9 most significant images according to the following criteria:

- selection and rating of images
- rationale for ratings

Students will be assessed on their classification and pie chart according to the following criteria:

- support for classification
- rationale for pie chart results

Students will be assessed on their powerful symbol according to the following criteria:

- representation of the assessed rankings of collectives' influence
- visual display

LESSON ACTIVITIES

TEACHER PREPARATION

- 1) This DL has been adapted from the learnalberta.ca lesson [Nationalism and Personal Identity](#). You may find it useful to download and print the lesson for reference as you prepare for and work through the activities with students.
- 2) Print a class set of student booklets (20-SB1A).
- 3) This lesson requires the use of 9 sticky notes (stickies) for each student. You may wish to divide a pad of small stickies into piles of 9 in advance of the lesson or simply distribute pads to students to divide amongst themselves. Be sure to bring extra for those students who change their minds and need new ones.

Legend of symbols:

- ❖ ideas for differentiated instruction
- ✓ assessment ("for" or "of" learning)

RANKING SIGNIFICANT ITEMS

Select significant items

Distribute sticky notes to each student. Scroll through the collection of images on the SMART board once allowing students to ask questions about any images they might not be clear about. Encourage students not to make their choices the first round. Scroll through the images a second time so students can select the 9 which are most significant to them and write the name each item on a separate sticky note.

❖ *You may choose to reduce the number of images displayed or provide laminated copies of the images for use by student groups.*

Rank the most significant items

Invite students to rank order their 9 sticky notes using the diamond shape indicated. On the chart, students should use the criteria for significance to help explain their rankings for each of the 9 items.

✓ *Use the rubric provided to assess the rankings and respective justifications.*

Compare choices

Form students into small groups and invite them to compare choices and rationales for their 9 most significant items. Encourage students to try to reach consensus in their groups by creating a list of 9 items all members can agree with. In this way, students may begin to see how difficult a task embracing a national identity might be especially given varied and significant loyalties.

Discuss and answer questions

Use this pair of questions to both debrief the activity and to help students begin to look at ideas connected to Related Issue 1.

❖ *You may choose to reduce the number of open-ended questions, complete them entirely as a class, or assign the questions for individual thought and reflection.*

SB page 1

Students record items, ranking and rationale on the chart. The last column is not to be completed at this time.

SB page 2

Students record their answers to the 2nd discussion question.

EXPLORING TERMINOLOGY

Explore nation

Encourage students to access their existing knowledge about the concept of "nation". Any ideas they see as relevant should be accepted. Emphasize that the creation of their own statement of understanding at this point is important to consolidate their prior knowledge so that it can stand as a point from which to build understanding upon in the rest of the lesson.

Students record their own ideas about nation.

Students record

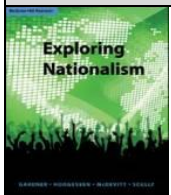
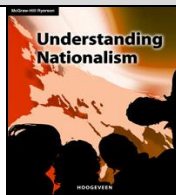

<p>Define terms Invite students to take turns underlining what they see as key parts of the statements provided. Direct students to use the key parts to develop a definition of each term. Through identification of the key points in the descriptions provided, students can begin to construct an understanding of the foundational terms for this course. It is also important to discuss our world’s synonymous use of the terms and to explore student thought on which term came first.</p> <p>Combine terms Invite students to combine the two terms they’ve learned and explore the idea of nation-state. Students should consider the ways in which the root words "nation" and "state" change once they become hyphenated. (You may also wish to include the concept of "multi-nation state" in your discussion with students at this time). Invite students to consider why nation might be interpreted differently by different people.</p> <p>Check your understanding <i>✓ As assessment for learning, have students select an image from the pile and drag it to the correct column. Class discussion is essential here since several images could be placed in either column depending on the perspective taken. A sample set of responses are provided on the green keyed pull tab but they should not be shown to students since their understanding of nation is still being developed. All judgments with valid reasoning should be accepted.</i></p> <p>Add “country” to your understanding Help students clarify their understanding further by discussing the familiar term "country". Country and nation-state are often used synonymously but students need to consider the terms in relation to the new ideas of “nation” they are being introduced to.</p> <p>Describe non-national loyalties There are still loyalties which exist that cannot be classified as belonging to one of the terms they have learned so far. Guide students to articulate their ideas about non-national loyalties by completing the sentence starters as a class, then by writing their own summary of what non-national allegiances are and include.</p>	<p>their ideas for definitions using the key parts identified by the class.</p> <p>SB page 3 Students record their ideas about: which term came first; the concept of nation-state; the potential of varied interpretations.</p> <p>Students record where they believe the image ideas belong on the t-chart.</p> <p>Students record their ideas about the difference between nation and county.</p> <p>Students record their ideas about non-national loyalties.</p>
<p>CLASSIFYING ITEMS</p>	
<p>Sort stickies Direct students back to the stickies they selected at the beginning of the lesson. Invite students to classify the nine stickies into the three groups of loyalties: nation, state and non-national.</p> <p>❖ <i>You may find that having students simply write their rankings on each sticky and gather them in the three groups will ease the difficulty of transferring information. In this case, the last column of the chart on page 1 can be ignored.</i></p> <p>Assess importance Direct students to use the criteria provided to judge the extent to which each group is significant to their identity. While the first criterion refers merely to how many items were in each group, the second criterion has students weighing the significance level of the group’s collection of items. Once scores are assigned, students will need to calculate the significance of each group to their identity as a percentage. A detailed set of directions for this task are outlined in the DL.</p> <p>❖ <i>Students may benefit by being paired up to complete the percentages section. Consider pairing strong math students with those who are finding the calculations confusing.</i></p> <p>Create a pie chart With the percentages complete, invite students to create a pie graph which reflects the percentages in visual form. From this, students can more easily see which of the groups is most significant to their own identity. Encourage students to use some of the questions provided to help them clearly explain why they think they</p>	<p>Students record their classifications on the last column of the chart on page 1.</p> <p>SB page 4 Students complete the chart by rating each group using the criteria provided and providing evidence to support their rating.</p> <p>SB page 5 Students use percentages to complete a pie chart.</p>

results came out as they did.
 ✓ *Assess students' classifications of items, pie chart and explanations using the rubric provided.*

EXPLORING UNDERSTANDINGS OF NATION

<p>Brainstorm understandings of nation As a class, brainstorm the various ways people might connect with or feel a sense of common bond with each other. Guide students into grouping their ideas into the 11 understandings of nation identified in the Alberta program of study (ethnic, civic, collective, political, cultural, religious, spiritual, linguistic, patriotic, relationship to land and geographic). Inform students that they will be creating a powerful symbol to represent one of the understandings of nation.</p> <p>Identify criteria for powerful symbols As a class, identify the criteria for powerful symbols (i.e. simple to understand, universal or easily recognizable, has emotional impact, has importance to collective or individual identity, etc.).</p> <p>Research an understanding of nation Assign each student one of the understandings to research. Alternatively, you may invite them to select one of their choices as long as all understandings are represented. Direct students to use their text, the Internet or other sources to research the understanding in order to better understand what it means and for whom it would be most important.</p> <p>❖ <i>You may wish to combine the concepts of "relationship to land" and "geography" as well as "religion" and "spirituality" since students find it difficult to articulate the slight differences between each difficult. This may also be a choice for classes with small numbers of students in order to reduce workload.</i></p> <p>Create a powerful symbol for an understanding of nation and present it to the class Invite students to select a partner who researched the same understanding. Given the information, students develop a powerful symbol (with attention to the criteria) to represent the understanding. Students explain their research to the class in summarized form and show and explain their symbols.</p> <p>❖ <i>You may wish to assign this task to students individually or to small groups.</i></p> <p>Identify the understandings you connect with most Students connect the understandings of nation to their own identities by rating each understanding according to the sense of connection felt to it personally.</p> <p>✓ <i>Assess students' powerful symbols using the rubric provided.</i></p>	<p>SB page 6-9 Students record their brainstormed ideas about various understandings of nation.</p> <p>Students record the criteria for powerful symbols as determined by the class.</p> <p>Students record their research for an understanding of nation, then take notes as classmates present information about other understandings.</p> <p>Students may use the planning area for rough work on their powerful symbol.</p>
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COMPLEMENTARY INFORMATION

 <p>- pp. 20-21 discuss the terms "nation", "country" "non-national" and "nation-state" (also addressed on pp. 32)</p> <p>- pp. 22 provides various views on the term "nation"</p> <p>- pp. 23-31 discuss the various understandings of nation</p>	 <p>- pp. 19 and 35 discuss the connection between nation and identity</p> <p>- pp. 20-21 discuss the terms "nation", "country" "non-national" and "nation-state" (also addressed on pp 33)</p> <p>- pp. 22 pp 22 provides various views of the term "nation"</p> <p>- pp. 23-32 discuss the various understandings of nation</p>	 <p>- pp. 9 discusses the term "nation"</p> <p>- pp. 10-11 provides various views on the term' nation</p> <p>- pp. 12 discusses the concept of "nation-state"</p> <p>- pp. 14-15 provides a case study which might be used to extend student understanding.</p> <p>- pp. 18-25 discuss the various understandings of nation</p>
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